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Marlene H. Dortch, Secretary

Federal Communications Commission

Office of the Secretary

445 12th Street, SW

Washington, DC 20554

December 17, 2010

EDU2011 Pilot Program Application for Aurora Public Schools

WC Docket No. 10-222

Dear Ms. Dortch:

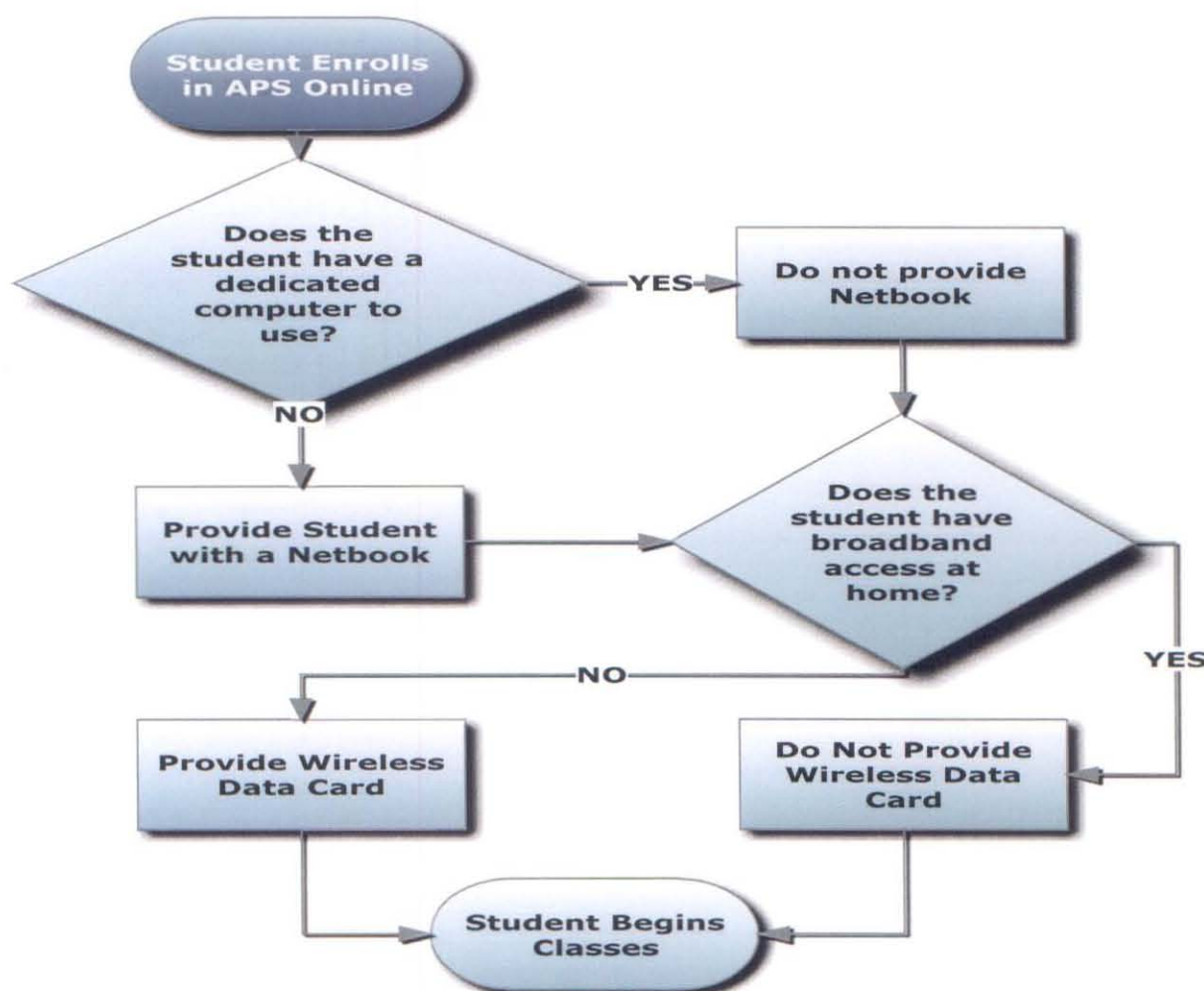
On behalf of Aurora Public Schools, I am honored to submit this application to participate in the E-Rate Deployed Ubiquitously 2011 (“EDU2011” or “the pilot”) pilot program. First, we would like to commend Chairman Genachowski and his fellow Commissioners for their wisdom in establishing such a vital program that will help bridge the digital divide. Second, we would like commend FCC staff, including Ms. Gina Spade and Ms. Regina Brown, who have been charged with taking this vision and developing it into a well thought out pilot program.

We believe the FCC’s decision to limit the participation in EDU2011 to existing or “shovel ready” wireless deployment programs will help ensure that the ten million dollars set aside to fund the pilot will be used as effectively as possible. We are excited to have the opportunity to share with you the successes of Aurora Public Schools Online High School (APS or APS Online), a fully accredited online high school that is part of the Aurora Public Schools (a.k.a. Adams-Arapahoe 28J).

As Chairman Genachowski noted in his speech to the Common Sense Media Forum, “Distance learning and remote tutoring won’t alone solve our country’s education challenges. But broadband can help schools and students in struggling communities have real opportunity, real access to the

best education can offer.”¹ APS Online High School is a great example of how distance learning and remote tutoring can allow students that otherwise would likely not be in school to achieve a high school diploma.

It should be noted, given the limited resources dedicated to the pilot program, that our application is only requesting discounts for data cards for students who do not have Internet access at home. We feel the FCC should take the cost-effectiveness of our program into account when deciding how to award these limited funds. APS Online’s EDU2011 application includes eligible pre-discount costs of \$70,200 – or \$63,180 of discounted funding – for service to wireless data cards during Funding Year 2011. This amount represents less than 1% of the total funding set aside for the EDU2011 pilot program. The flow chart below describes the process APS Online High School uses to determine which students will receive netbooks and/or wireless data cards:



¹ See http://hraunfoss.fcc.gov/edocs_public/attachmatch/DOC-301613A1.pdf

To facilitate your review, we have organized our application based on the information requested in Public Notice DA 10-2128.

Required Information (schools only)

- (1) the location of the school;

APS Online is a ninth to twelfth grade high school in the Aurora Public Schools and is located in the greater Denver metropolitan area. Aurora Public Schools is the sixth largest school district in Colorado and services over 31,000 students.

APS Online occupies dedicated space at the Aurora Central High School, 11700 E. 11th Avenue, Aurora, Colorado 80010. The only entrance to APS Online is on the south side of Aurora Central High School. There is no access to APS Online from inside Aurora Central High School itself.

- (2) the name of the school applicant, along with a complete list of the individual schools that will be served, including their billed entity numbers;

The Block 1 entity on the FCC Form 471 will be the Aurora Public Schools since it is the billed entity for APS Online. The billed entity number for Aurora Public Schools is 142119. Block 4 of the Form 471 will only list APS Online High School and its entity number is 16061975.

- (3) a description of the school district or school, including the type of school, such as private, public, charter, or other special type of school;

As mentioned previously, APS Online is public high school that is part of the Aurora Public Schools. Over 55% of the students enrolled in APS Online are ethnic minorities, including Native American, Hispanics, and African Americans. The students attending APS Online face a variety of different socio-economic challenges and many would not still be in school if not for the flexibility the program offers. The teachers at APS Online work alternating hours to provide students with access to teachers from 8:00am to 8:00pm.

For example, over 75% of the students attending APS Online are females and 10% were forced to seek out alternative education due to unplanned pregnancies. APS Online provides these students with the ability to achieve a high school diploma while at the same time caring for their young children. Without this program, these young mothers and their children would have very limited options and the cycle of poverty would likely continue for another generation.

Additionally, APS Online also has fifteen students that had previously dropped out of school. To be fair, APS Online alone will not break the cycle of poverty, but it does give these young families a better chance at success. One of our proudest accomplishments at APS is that we recently graduated two homeless students. Finally, one of our students suffers from MS and is unable to use the bathroom without the use of a wench or assistance from someone. Our program gives him the ability to complete his course work at his home, which is better equipped to deal with his ailments.

Here are two snapshots of students from APS Online:

Rosa is a 12th grader at APS Online High School. Rosa is a former dropout with a family of her own. She is currently homeless and is struggling to make ends meet. Despite these obstacles she is thriving at APS Online High School. She has completed 11 high school courses online and is currently meeting attendance and progress goals. She is on track to graduate in the spring of 2011.

Liam is currently a ninth grader with APS Online High School. He was a home-schooled student for grades k – 8. Liam and his parents are working toward enrolling him in one of Aurora’s comprehensive high schools. APS Online is serving a transition from his home school environment to a public high school.

- (4) a description of the Program’s curriculum objectives, the grade levels included, and the number of students and teachers involved and/or being served as part of the program; and

“Providing Students a Choice to be Successful” is the vision of APS Online. Many of today’s students require an educational experience beyond that of the traditional high school. APS Online provides a choice for those students who wish to pursue their high school education in an online environment. Students who wish to accelerate their learning or need the flexibility of an online program will thrive at APS Online.

“Educating the 21st Century Student in a 21st Century Classroom” is our mission. In order to properly prepare our students to meet the unique challenges of the 21st Century, APS Online will provide the core academic rigor while at the same time preparing the student for an increasingly technological society.

APS Online High School relies on Education 2020² for the design and sequence of the student learning. The following is an excerpt from the company’s stated policy:

“ The e2020 Educational Model for Learning embeds the principles of Universal Design for Learning (UDL) in its foundational framework. e2020’s team of highly-qualified teachers, instructional designers, and content-area experts prepares for and constructs unique course scopes and sequences by layering UDL principles with Quality Standards for Online Courses in accordance with the Southern Regional Education Board (SREB) and conducting research on state and national standards.

e2020 then designs each lesson with student-centered objectives that maximize the use of Bloom’s Taxonomy of Learning Domains. Lessons are designed in order to provide the student with an optimal learning experience that is unique for each course. Students progress through the lesson with a series of activities such as, direct instruction videos by certified teachers; vocabulary instruction; interactive lab simulations; journals and essay writing; 21st century skill activities that include projects, design proposals, case studies, on-line content reading; and homework/practice before being formatively assessed with a quiz. Topic test and cumulative exam reviews are provided to reinforce mastery prior to students’ taking summative assessments.

Benefits of using this model of model of learning include:

² Education2020 is a third party vendor that helps school districts provide core and elective instruction in a virtual school setting for students in grades 6-12. See www.education2020.com for additional information.

- Prescriptive, formative and summative assessments: Students receive randomized test items that are aligned to the lesson's objectives even after customized content changes are made.
- Individualized study plans: Create an optional prescriptive curriculum that only assigns the content that has not yet been mastered.
- Direct Instruction: A highly-qualified teacher in every lesson presents content in video-lecture segments and visual whiteboard displays.³
- On-demand feedback: Students receive immediate feedback during activities and can track progress and performance on their home screen.
- eWriting and eNotes: Using the Six Traits of Writing rubric, writing and note-taking opportunities are integrated into each lesson.
- Integrated online content: Media-rich sites supplement additional content to apply concepts, engage learners and extend instruction.”

In addition all content is customized to represent APS standard pacing guides for all classes. Guides are aligned to district curriculum and state content standards. More information regarding the benefits of the E2020 content development can be found at:

Course Structure: http://education2020.com/curriculum_course_structure.aspx

Platform Features: <http://education2020.com/platform.aspx>

Results: <http://education2020.com/results.aspx#research>

APS Online High School currently has 125 students enrolled for 2010-11 School Year with an expectation of 150 enrollees by Jan. 2011. The program is served by two full time teachers, a part-time special education teacher, a principal, and a part-time counselor.

The charts below provide demographic information for the students attending APS Online High School.

Ethnic Background	Percentage of APS Students
Caucasian	44%
African American	30%
Hispanic	24%
Native American	1%
Asian	1%

Gender	Percentage of APS Students
Female	77%
Male	33%

Grade Level	Percentage of APS Students
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³ E2020 provides video lectures taped by their highly skilled teachers, which is augmented by direct instruction from APS Online teachers.

Freshman	2.8%
Sophomores	7.2%
Juniors	23.6%
Seniors	66.4%

Programs Represented	Percentage of APS Students⁴
Truancy Flag ⁵	60%
Gifted	7%
English Language Acquisition ⁶	8%
Special Education	6.4%
Homeless	1%

- (5) A summary of any data collected by the school on Program outcomes and achievement of Program objectives.

Given that APS Online has not been open for a full year, its students have not gone through the annual testing cycle. In February, the freshman and sophomores will take the Colorado Student Assessment Program (CSAP) testing. It is our expectation that the APS Online students will outperform their results from last year. We would be happy to provide the FCC with the testing results if our application is approved for funding.

We recently conducted a survey of our students regarding, among other things, why they chose APS Online, and the results are summarized below. We feel these results demonstrate the value of alternative education and the power of deploying E-rate ubiquitously. Over 30% of the students at APS Online indicated they would not be in school if it were not for APS Online. The ability of an individual school to reduce the dropout rate by 30% should not be overlooked. In addition to achieving a high school diploma, these students are also becoming digitally literate, which is a vital skill in our global economy.

STATISTICS ON FACTORS STUDENT VALUE ABOUT APS ONLINE

Answer Options	Not important	Somewhat important	Important	Very Important	NA
Accelerated Learning	1%	8%	51%	35%	4%
Evening Hours	10%	24%	39%	26%	1%
Credit Recovery	10%	6%	18%	61%	6%

⁴ Some students are in multiple programs (e.g. special education and truancy program). All remaining students are classified as “regular” education.

⁵ Students with a truancy flag have missed more than the allowable number of days. Many of these students were unable to attend school on a regular basis because of employment necessary to help support their families.

⁶ English as a second language.

Flexible Schedule	0%	4%	24%	72%	0%
Teacher Accessibility	3%	14%	38%	46%	0%
Physical/Health Needs	24%	22%	25%	17%	13%
Use of Technology	11%	24%	34%	27%	4%
Outside Employment	13%	17%	30%	27%	13%
Family Obligations	12%	17%	29%	35%	7%

Required Information (all applicants)

- (1) a full description of the current or planned Applicant Wireless Program, including but not limited to:
 - a. the nature of the Applicant Wireless Program, including the extent to which the use of connectivity is interactive and utilizes the Internet

The mission statement of APS Online is “Providing Students a Choice to be Successful” and the vision statement is “Educating the 21st Century Student in a 21st Century Classroom.” APS Online is a hybrid online school, meaning the online learning experience is enhanced through focused brick and mortar classroom instruction.

Students are required to access the majority of their online content over the Internet. Their attendance is based on the amount of time spent on course work and activities completed weekly. Students access lessons and activities through the Internet such as lectures, virtual labs, quizzes, tests and other assessments. Students must be working on online content a minimum of 20 hours per week to meet state attendance requirements for full time students. Students also use their connections to meet with online instructors during virtual office hours throughout the day and to receive additional instructional activities. In addition students are required to attend two, 3 ½ hour, face-to-face sessions with their instructor per week.

APS Online maximizes the effectiveness of the time the students spend with the teacher through the use of blogs, chat, and other interactive media. For example, if students have a question about their math homework they inform the teacher (through e-mail, chat, or blog post). The teacher then makes a video showing how to solve the problem and posts it to YouTube®, which then allows the every student to review the solution at their leisure⁷.

⁷ See http://www.youtube.com/watch?v=r_A4HQXuxh8 for an example of one these posts.

- b. how long the Applicant Wireless Program has been in operation and the mobile wireless device(s) being used,

APS Online has been operational since January 4, 2010. Students who do not have computer and Internet access are given a computer and broadband access card. APS Online students are currently using over 70 netbooks (HP Mini 110 1046NR) and onboard broadband cards.

- c. a description of any technical issues associated with implementing the Applicant Wireless Program, including an analysis of any problems with the availability of wireless access to students or patrons off the school or library premises and how those issues are being or will be addressed by the school or library,

APS Online has not experienced any technical challenges associated with availability of wireless access or signal strength. The main challenges have revolved around ensuring CIPA compliance, which, as explained below, was accomplished through requiring authentication through the APS Virtual Private Network.

- d. what training has been or will be provided to teachers, librarians, students or parents to implement the Applicant Wireless Program, and

APS Online staff consists of a principal, two content teachers and a part time special education teacher. In addition we contract with an APS counselor and high school registrar. APS Online staff has received training in the use of online content, student communication and online best practices. Staff members recently attended and presented at the 2010 iNACOL Virtual School Symposium.

Ongoing staff training is accomplished through webinars and other on-line media. Student training and parent training is accomplished through a half-day “boot camp” where training is provided on the use of the equipment, access to the VPN, use of the on-line content, explanation of resources available, and communications. Students are required to attend the training and it is optional for the parents. Weekly status e-mails and progress reports are sent to the students and parents to ensure all parties understand the progress being made.

- e. the extent to which the Applicant Wireless Program is integrated with federal, Tribal, state, regional or local governmental or non-profit initiatives to achieve educational or community access outcomes;

There are currently no such initiatives in place, but APS Online would welcome the opportunity partner with such an initiative.

- (2) the poverty level based on the percentage of students eligible for a free or reduced-price lunch under the national school lunch program (NSLP) or a federally approved alternative mechanism, and the current discount rate of the school or library;

Nearly 50% of the students at the Aurora Public Schools participate in the National School Lunch Program. Using acceptable alternative measures of poverty, we believe the district as a whole likely has 55% of its students at or below the poverty level.

Unfortunately, this leaves Aurora Public Schools on the outside looking in when it comes to receiving district-wide Priority 2 Services. The students at APS Online are some of our most disadvantaged students from an economic, emotional, and environmental perspective.

Owing to the online nature of the school, the students do not participate in the National School Lunch Program. Therefore, APS Online is in the process of determining the exact number of students that meet the income eligibility guidelines of the National School Lunch Program. We fully expect that over 75% of the students will meet the income eligibility guidelines of National School Lunch Program, given APS Online includes some of our most challenged students. APS Online requests that the FCC allow us to supplement our application once the actual NSLP eligibility is known.

- (3) the financial need of the school or library, including any additional budgetary hardships, notwithstanding the school or library's current discount rate;

For the 2010-2011 budget, Aurora Public Schools has experienced a 3.4% overall reduction, which equates to a \$17 million loss in funding. This reduction is a permanent reduction based on funding cuts passed by the Colorado Legislature. In last year's budget cycle, the Young Parents Program was discontinued due to lack of resources and APS Online provides a viable alternative to these students and their families. The budget of APS Online is a function of the budget of Aurora Public Schools. Therefore, APS Online could have significant budget cuts next year.

The 2011-2012 budgeting process will prove to be even more challenging as the district will be losing \$8.7 million in funding received through the American Reinvestment and Recovery Act of 2009, which equates to an additional reduction of 1.73% without considering potential reductions in state or local funding sources.

- (4) all costs, including those eligible for E-rate support and those not eligible for E-rate support, associated with implementing the Applicant Wireless Program, including but not limited to costs for equipment such as e-readers or laptops, access and connection charges, teacher training, librarian training, or student/parent training;

The chart below identifies the costs associated with the deployment of the APS Online wireless program. The 2011-2012 costs are projected assuming APS Online is awarded an EDU2011 grant and is financially able to grow the program by 30%. Our grant application is only requesting \$63,180 in funding, which is 90% of the \$70,200 in eligible wireless connectivity charges.

Cost Component	2010 Cost	2011 Cost
100 Netbooks	\$20,000	\$6,000 ⁸
Wireless connectivity charges	\$54,000	\$70,200
Online content subscription	\$68,000	\$88,400

⁸ This number assumes APS Online will need to purchase an additional 30 Netbooks at a cost of \$200 each.

Staff development	\$8,000	\$8,240
Staff computers	\$10,000	\$13,000

- (5) the committed school or library resources available to implement the entire Applicant Wireless Program, including whether those funds are from the school or library's general budget or from an outside funding source;

The funding for the wireless program comes from the general budget of the APS Online High School. For 2011-2012, the necessary resources are fully funded, but given the impending budget cuts future funding could be reduced or eliminated. Receiving funding through the EDU2011 grant program would be an incredible boost to the district and the financial stability of APS Online.

- (6) the effect EDU2011 support for off-premise connectivity is likely to have upon the school's or library's projects;

APS is committed to providing multiple pathways to learning, but is challenged by funding in the current economic climate. Approval of the APS EDU2011 grant application will enable this new program to continue, as well as enable a potential 30% expansion.

Keeping our most disadvantaged students in school provides them the opportunity to fulfill their American Dream. Many of the students we serve would likely be in gangs or doing other activities that are detrimental to their wellbeing, not to mention detrimental to the economic growth of the greater Aurora community. Every student we keep in our program is one fewer young person that is on the street making choices that may negatively impact the rest of their lives.

- (7) an analysis of the cost-effectiveness of the current or planned Applicant Wireless Program as compared to the use of other types of technology that would also meet the Program's objectives;

We would like to commend the FCC on its decision to allow for school "hot spots" by modifying its rules to allow for community use of E-rate funded connectivity after school hours. However, we respectfully submit that it may be more effective if the FCC did not limit this connectivity to school premises.

We feel the use of wireless data cards is the most cost-effective means to deploy Internet access to the student's home.

If FCC rules allowed APS to deploy Wireless Access Points to provide community access to homes in non-school hours, this would likely be a more cost-effective alternative and provide more value to the community.

As Chairman Genachowski noted in his speech to the Common Sense Media Forum, "'School Spots' can provide online access for job searching, digital skills training, or government services for those who don't have access to the Internet." The USF-funded bandwidth at Aurora Public Schools goes largely unused in non-school hours. Allowing the community to access this bandwidth in non-school hours would not have a financial impact on the program, but would have an immense impact on the community.

- (8) any relevant technology planning documents and, if applicable, a statement of long-term objectives for the Program;

A copy of the Aurora Public Schools technology plan is included as Attachment A to this application. Below are the three long-term objectives of APS Online:

- Our goal at APS Online is to create an alternative to the traditional high school program that is both personalized and flexible and will allow our students to graduate with a chance to further their post secondary career and academic goals. Giving students an alternative path to a high school diploma will decrease dropout rates and increase graduation rates for our students served at APS Online High School and the Aurora Public Schools as a whole.
 - APS Online High School will be an option for more students in the Aurora metro area by the opening of a satellite school in the southern part of the district.
 - APS Online High School will become a demonstration school for blended learning in the state of Colorado.
- (9) a description of the specific measures taken, or that will be taken, to ensure compliance with the Children's Internet Protection Act and measures to protect against waste, fraud, and abuse; and

All APS students are subject to the Aurora Public Schools Technology Plan, which requires all APS Online students and parents to sign an appropriate Internet use policy statement in accordance with APS policy. This agreement is a district-wide document that requires student to use the district-provided equipment and resources for appropriate ends and excludes students accessing the Internet with district resources to engage in criminal or other inappropriate behaviors.

The District uses technology protection measures to block or filter access of visual depictions that are obscene, pornographic, and/or harmful to minors over the network. The District reserves the right to monitor users' online activities and to access, review, copy, and store or delete any electronic communication or files and disclose them to others as it deems necessary.

APS uses the FortiGate™ web filtering solution to help enforce its Internet Safety Policies. Below is information from the Fortinet web site⁹ that explains the various protection measures the solution offers:

“Fortinet's ASIC-accelerated FortiGate™ multi-threat security systems enable educational institutions to secure their networks affordably without sacrificing the ease of access that students need for effective learning. They address the key network protection needs of educational institutions with real-time scanning of email, IM, Web and file transfer content at the network edge to block viruses, worms and other inappropriate and malicious content. In addition, every FortiGate system includes built-in intrusion prevention, firewall, VPN, antivirus, Web content filtering, antispyware, and traffic shaping functionality in one easy to install, maintain and update unit.

The available FortiManager™ and FortiAnalyzer™ centralized management and reporting appliances make it easy to secure thousands of desktops and laptops without overloading the IT

⁹ See <http://www.fortinet.com/industries/education.html> for additional information.

budget or personnel. Extensive virtual domain and security zone capabilities enable administrators to craft policies specific to each department without sacrificing the performance of critical educational applications or access to necessary internal and external resources. And the CIPA-certified FortiGuard® Web Filtering Subscription Service helps schools and libraries attain compliance with HR4577.

- FortiGate systems provide cost-effective, comprehensive protection against threats, inappropriate content, and misuse of network resources without degrading performance of critical educational applications, network availability, or uptime.
- FortiGuard® Security Subscription Services provides continuous, automatic updates for antivirus/antimalware, intrusion prevention, Web filtering, and antispam functionality to keep educational institutions ahead of the latest threats.
- URL-filtering backed by industry-leading, CIPA-certified Web ratings database with over two billion rated pages offers comprehensive protection against malicious sites and inappropriate content.
- IM and P2P screening through traffic shaping and application control preserves network bandwidth and help control non-educational network usage.
- Easily-managed appliances with integrated, multi-threat protection reduce management burden and capital expenditures for lower TCO.
- FortiClient PC™ end-point security agents provide comprehensive, centrally-managed security for student personal computers and mobile laptops.
- Available FortiManager and FortiAnalyzer appliances ease management and help regulatory compliance with extensive logging and archiving capabilities.
- Extensive virtual domain and security zone capabilities for fine-grained control of network and application access (e.g., by department, by building, by room or floor, etc.).
- Simple per-device/unlimited-users licensing reduces costs.
- Any and all security functions available on every appliance for easy addition to existing solutions. ”

In addition to this robust control, users have no expectation of privacy regarding their use of district property, network and/or Internet access or files, including email. All APS computers used outside the APS Online Classroom are required to access the Internet through the APS Virtual Private Network (VPN) and are subject to the same filtering software used in other district schools and facilities.

The wireless cards in the netbook will not function unless the user authenticates through the APS VPN. Once authenticated through the VPN, the student's access to the Internet is subjected to the same filtering and firewall protections as a student accessing a computer from one of Aurora's computer labs. If the user fails to authenticate through the APS VPN, they will not have Internet access.

We feel there is minimal risk of waste, fraud, or abuse given that all access must go through the district's filtered VPN. Additionally, APS Online has the right to monitor the student's use of the equipment to identify instances where the student may try to circumvent the controls put in place.

- (10) A description of internal policies and enforcement procedures governing acceptable use of the wireless devices used in the Program off the school or library's premises.

Every Aurora Public Schools student is required to sign a User Responsibility Agreement¹⁰. Students who violate policies and agreements are subject to discipline and loss of use of resources¹¹. The district's Acceptable Use Policy ("AUP") is to prevent unauthorized access and other unlawful activities by users online, prevent unauthorized disclosure of or access to sensitive information, and to comply with the Children's Internet Protection Act ("CIPA").

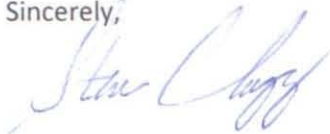
As used in this policy, "user" includes anyone using the computers, Internet, email, social network, instant messaging, and other forms of direct electronic communications or equipment provided by the district (the "network."). Only current students are authorized to use the network.

This concludes our EDU2011 Grant application. Again, we would like to thank the FCC Commissioners and staff for consideration of our application that represents a mere 0.63% of the total funds made available to EDU2001 pilot program.

If you have questions regarding our application, please contact our E-rate consultant Andy Eisley using the contact information below:

Andy Eisley
E-Rate Central
P.O. Box 370
Garrisonville, VA 22463
Phone: 516-801-7821
Fax: 516-801-7831
E-mail: aeisley@e-ratecentral.com

Sincerely,



Steven Clagg
CIO, Aurora Public Schools

¹⁰ Aurora Public School Internet Responsible User Agreement is included at the end of our application.

¹¹ See <http://www.cde.state.co.us/cdeprevention/download/pdf/jkd-jke.pdf> for district's discipline policy.

Aurora Public Schools Internet Responsible Use Agreement

The District's Acceptable Use Policy ("AUP") is to prevent unauthorized access and other unlawful activities by users online, prevent unauthorized disclosure of or access to sensitive information, and to comply with the Children's Internet Protection Act ("CIPA"). As used in this policy, "user" includes anyone using the computers, Internet, email, social network, instant messaging, and other forms of direct electronic communications or equipment provided by the District (the "network."). **Only current students are authorized to use the network.**

Every child needs knowledge and skills to succeed as effective citizens, workers and leaders. The 21st century learning environment includes all types of resources and computing devices. Digital resources and web 2.0 tools may include blogs, wikis and other online applications. Students have access to computing devices including but not limited to desktop computers, laptops, ebooks, ipods, cell phones, palm pilots and student response systems*. The use of computer resources and devices is supportive of the educational purposes and standards in Aurora Public Schools.

The District will use technology protection measures to block or filter, to the extent practicable, access of visual depictions that are *obscene, pornographic, and harmful to minors* over the network. The District reserves the right to monitor users' online activities and to access, review, copy, and store or delete any electronic communication or files and disclose them to others as it deems necessary. Users should have no expectation of privacy regarding their use of District property, network and/or Internet access or files, including email.

Acceptable Uses of the APS Computer Network or the Internet

Accessing the APS Computer Network and the Internet is critical for student success today. Schools must verify each year students using the computer network and Internet access for that school year have a signed page acknowledging this policy. Students who are under 18 must have their parents or guardians sign this page and schools must keep it on file. Once signed that permission/acknowledgement page remains in effect until revoked by the parent, or the student loses the privilege of using the District's network due to violation of this policy or is no longer an APS student. Employees and other users are required to follow this policy. Even without signature, all users must follow this policy and report any misuse of the network or Internet to a teacher, supervisor or other appropriate District personnel. Access is provided primarily for education and District business. **By using the network, users have agreed to this policy.** If a user is uncertain about whether a particular use is acceptable or appropriate, he or she should consult a teacher, supervisor or other appropriate District personnel.

Unacceptable Uses of the Computer Network or Internet

These are examples of inappropriate activity on the District web site, but the District reserves the right to take immediate action regarding activities (1) that create security and/or safety issues for the District, students, employees, schools, network or computer resources, or (2) that expend District resources on content the District in its sole discretion determines lacks legitimate educational content/purpose, or (3) other activities as determined by District as inappropriate.

- Violating any state or federal law or municipal ordinance, such as: Accessing or transmitting pornography of any kind, obscene depictions, harmful materials, materials that encourage others to violate the law, confidential information or copyrighted materials;
- Criminal activities that can be punished under law;

- **Selling or purchasing illegal items or substances;**
- **Obtaining and/or using anonymous email sites; spamming; spreading viruses;**
- **Causing harm to others or damage to their property, such as:**
 1. Using profane, abusive, or impolite language; threatening, harassing, or making damaging or false statements about others or accessing, transmitting, or downloading offensive, harassing, or disparaging materials.
 2. Spreading untruths or rumors about individuals or groups of people in e-mail messages or social networking sites.
 3. Deleting, copying, modifying, or forging other users' names, emails, files, or data; disguising one's identity, impersonating other users, or sending anonymous email.
 4. Damaging computer equipment, files, data or the network in any way, including intentionally accessing, transmitting or downloading computer viruses or other harmful files or programs, or disrupting any computer system performance;
 5. Using any District computer to pursue "hacking," internal or external to the District, or attempting to access information protected by privacy laws.
 6. Accessing, transmitting or downloading large files, printing large documents, including "chain letters" or any type of "pyramid schemes".
- **Engaging in uses that jeopardize access or lead to unauthorized access into others' accounts or other computer networks, such as:**
 1. Using another's account password(s) or identifier(s);
 2. Interfering with other users' ability to access their account(s); or
 3. Disclosing anyone's password to others or allowing them to use another's account(s).
- **Using the network or Internet for Commercial purposes:**
 1. Using the Internet for personal financial gain;
 2. Using the Internet for personal advertising, promotion, political lobbying, or financial gain; or
 3. Conducting for-profit business activities and/or engaging in non-government related fundraising or public relations activities such as solicitation for religious purposes, lobbying for personal political purposes.

Student Internet Safety

1. The student's parent or guardian is responsible for monitoring the minor's use at home or away from school.
2. Students shall not reveal on the Internet personal information about themselves or other persons. For example, students should not reveal their name, home address, telephone number, credit card number, or display photographs of themselves or others.
3. Students shall not meet in person anyone they have met only on the Internet.
4. Students must abide by all laws, this Acceptable Use Policy and all District security policies.

Penalties for Improper Use

The use of a District account is a privilege, not a right, and misuse will result in the restriction or cancellation of the account. Misuse may also lead to disciplinary and/or legal action for both students and employees, including suspension, expulsion, dismissal from District employment, or criminal prosecution by government authorities. The District will attempt to tailor any disciplinary action to the specific issues related to each violation.

Disclaimer

The District makes no guarantees about the quality of the services provided and is not responsible for any claims, losses, damages, costs, or other obligations arising from use of the network or accounts. Any additional charges a user accrues due to the use of the District's network are to be borne by the user. The District also denies any responsibility for the accuracy or quality of the information obtained through user access. Any statement, accessible on the computer network or the Internet, is understood to be the author's individual point of view and not that of the District, its affiliates, or employees.

I have read, understand, and agree to abide by the provisions of the
Acceptable Use Policy of the Aurora Public School District.

Date:	School:
Student Name: _____	Student Signature: _____
Parent/Legal _____	Parent/Legal _____
Guardian Name: _____	Guardian Signature: _____

Please return this form to the school where it will be kept on file. It is required for all students that will be using a computer network and/or Internet access.